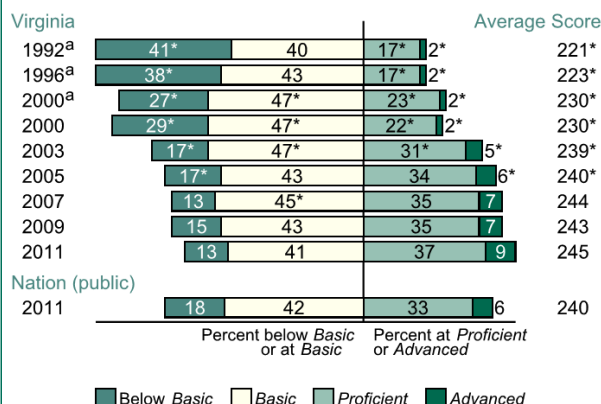


Overall Results

- In 2011, the average score of fourth-grade students in Virginia was 245. This was higher than the average score of 240 for public school students in the nation.
- The average score for students in Virginia in 2011 (245) was not significantly different from their average score in 2009 (243) and was higher than their average score in 1992 (221).
- In 2011, the score gap between students in Virginia at the 75th percentile and students at the 25th percentile was 37 points. This performance gap was narrower than that of 1992 (43 points).
- The percentage of students in Virginia who performed at or above the NAEP *Proficient* level was 46 percent in 2011. This percentage was not significantly different from that in 2009 (43 percent) and was greater than that in 1992 (19 percent).
- The percentage of students in Virginia who performed at or above the NAEP *Basic* level was 87 percent in 2011. This percentage was not significantly different from that in 2009 (85 percent) and was greater than that in 1992 (59 percent).

Achievement-Level Percentages and Average Score Results

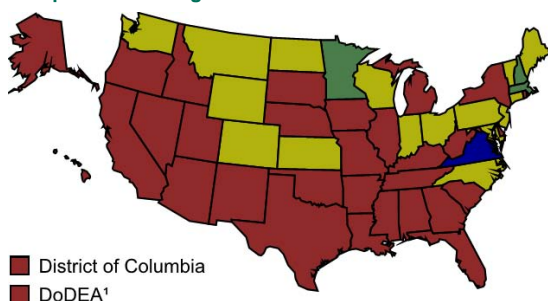


* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.

^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

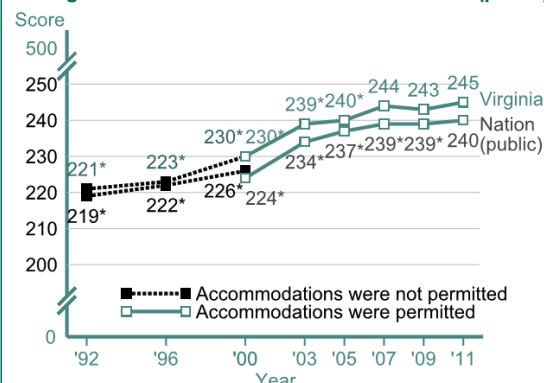


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Virginia** (245) was

- lower than those in 3 states/jurisdictions
- higher than those in 32 states/jurisdictions
- not significantly different from those in 16 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above Basic	Percent at Proficient	Percent at Advanced
Race/Ethnicity					
White	56	251	92	56	11
Black	21	229	73	20	1
Hispanic	11	237	83	31	4
Asian	7	262	96	70	24
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	5	249	90	50	11
Gender					
Male	51	247	88	48	10
Female	49	244	87	44	8
National School Lunch Program					
Eligible	36	231	77	24	2
Not eligible	64	253	93	58	12

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 22 points lower than White students. This performance gap was narrower than that in 1992 (29 points).
- In 2011, Hispanic students had an average score that was 14 points lower than White students. Data are not reported for Hispanic students in 1992, because reporting standards were not met.
- In 2011, male students in Virginia had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (24 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.